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ABSTRACT

The reference bibliography is designed to help state agency personnel, program directors and coordinators, and public and private school planners obtain information for planning services for culturally diverse young handicapped children. Section 1 contains 18 references with general information on special education and cultural diversity. A second section (16 references) specifically addresses the preschool handicapped child of a different culture. References in both sections cover such topics as planning a culturally sensitive program, curriculum planning, promoting reading growth, special education policy, nondiscriminatory assessment, parent involvement, and Spanish speaking students. Information on each reference includes the author, title, source, number of pages, publication date, and an annotation. A final section lists the names and addresses of 13 national and regional organizations which may serve as resources on the topic. (SW)

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Serving Preschool Handicapped Children of Various Cultures: An Annotated Bibliography

Joy Hicks

TADScripts '82

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Summer 1982

Introduction

Developing an early intervention program for handicapped children of different cultures requires special and careful consideration. Recognizing the values of a child's culture and reflecting this uniqueness in a school's curriculum will result in a better education for that child. Unfortunately, most special educators have not been trained to acknowledge and incorporate cultural differences into their programs. It is their role, however, to promote the recognition of values, standards, and worth of all cultures. The late Jasper Harvey (1977) wrote:

> Program staffs need to be concerned with analyzing and understanding the life styles of Americans who are linguistically and culturally different from mainstream middle class America.... The critical implication is that the child be afforded an individualized program on a developmental basis and with significant regard for his or her own culture's expectations. (p. 62)

This short reference bibliography is designed to help state agency personnel, program directors and coordinators, and public and private school planners obtain information for planning services for culturally diverse people. The material will give the reader a philosophical framework from which to approach the issues of cultural diversity and multicultural education. States' approaches to these issues and a few successful strategies for designing and implementing programs for this special population are included.

Readings listed in the first section give general information on special education and cultural diversity. The second section specifically addresses the preschool handicapped child of a different culture. The third section lists national organizations which may serve as resources on the topic.

Reference

Harvey, J. Special Program Needs of the Culturally Diverse Child. In J. Jordan, A. Hayden, M. Karnes, and M. Wood (Eds.), Early Childhood Education for Exceptional Children: A Handbook of Ideas and Exemplary Practices. Reston, Virginia: Council for Exceptional Children, 1977.

SECTION I

Special Education
and
Cultural Diversity

Banks, J.A. Cultural Pluralism and the Schools. In G. Hass (Ed.), Curriculum Planning: A New Approach (2nd Ed.). Boston: Allyn and Bacon, 100 pages, 1977.

This book explores how a school fulfills its obligation to reflect and perpetuate cultural diversity while simultaneously teaching respect for core values such as justice, equality, and human dignity is explored. Subtopics include the melting pot ideology, the alien school culture, the school's role in a pluralistic society, the need for broadly conceptualized ethnic studies programs, maximizing cultural options, teaching social reform, and cultural pluralism as a caveat.

Cooper, J.H. Planning for A Culturally Sensitive Program. TADScript #3. Chapel Hill, North Carolina: Technical Assistance Development System (TADS), 23 pages, 1981.

This paper provides planning aids for administrators, program planners, teachers, paraprofessionals, and other personnel involved in special education. The author discusses:

- the approaches that have been developed to help professionals work with culturally diverse children;
- guidelines for ensuring that services are individualized and account for cultural background;
- various curricular approaches in use with special children and ways to modify curricula to address the needs of culturally diverse children.

Council for Exceptional Children. Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children: 1979 Series. Washington, D.C.: National Institute of Education, DHEW, 1979.

This is a collection of twenty fact sheets on issues concerning the persons serving handicapped or gifted children. The fact sheets are done in a question/answer format and address a variety of issues. Among these are:

- assessment of minority students;
- educational rights of American Indian and Alaskan native handicapped children;
- multicultural education and the exceptional child;
- self-identity and the culturally diverse child;
- cultural values and motivation.

Fersh, S. Through the Cultural Looking Glass. In G. Hass (Ed.), Curriculum Planning: A New Approach (2nd Ed.). Boston: Allyn and Bacon, 100 pages, 1977.

The author describes how to "get in touch" with your own cultural conditioning and biases. Identifying and acknowledging the existence of cultural conditioning are the first steps in correcting your biases. Readers are urged to acknowledge their perceptions of different cultural experiences and information within the framework of their own cultural context.

Ford, N. Analysis of 1973 Participation of Handicapped Children in Local Education Programs. Washington, D.C.: Department of Health, Education and Welfare, 489 pages, 1975.

This report, prepared by the Office of the Assistant Secretary for Planning and Evaluation, HEW, analyzes the impact of regional, ethnic, and socioeconomic factors on the participation of handicapped students in special education programs. Over 37,000 schools throughout the country participated in the study, with their American Indian, Black, Spanish-surname, and non-minority students acting as subjects. The results showed a correlation between special education participation and geographic locale (overall participation is highest in the South). Also, minority participation was greater in special education programs than their non-minority counterparts.

Policy implications and recommendations for further research are also discussed.

The paper gives an historical framework for future investigation and planning.

Hall, R. E. Special Education Guidelines. Washington, D.C.: Bureau of Education for the Handicapped, DHEW/OE, and Office of Education, DHEW, 33 pages, 1974.

This report outlines the special education guidelines for handicapped or gifted native American Indian and Alaskan children from birth through age 25 in schools operated by the Bureau of Indian Affairs (BIA). Reviewed are:

- broad philosophical guidelines;
- policies for special education;
- support by local agencies and BIA central and area offices;

- screening and assessment procedures;
- teacher preparation guidelines;
- teacher roles;
- suggestions for curricula and use of materials and equipment;
- accountability needs and procedures.

Haskins, J.S., and Stifle, J.M. He Will Lift Up His Head: A Report to the Developmental Disabilities Office on the Situation of Handicapped Navajos and the Implications Thereof for All Native Americans. Washington, D.C.: Office of Human Development, DHEW, 55 pages, 1978.

This report reviews key issues involved in educating handicapped Navajo Indian children. Unemployment, health care needs, substandard housing, lack of accessibility within the reservation, and language barriers are examined as unique circumstances compounding the service delivery for Navajo children. The report will help service providers understand and become sensitive to the special needs of handicapped Navajo children. How special education has evolved and progressed in Navajo communities is vital information for program planners and developers.

Hilliard, A. G. Cultural Diversity and Special Education, Exceptional Children; v. 46, n. 8, p 584-88, 1980.

This article describes the over-representation of culturally diverse children in special education programs and the effects of such placement. Suggestions are made on the use of culturally sensitive information in diagnoses and the use of appropriate language with culturally diverse groups.

Johns, J.L. (Ed.). Literacy for Diverse Learners: Promoting Reading Growth at All Levels. Newark, Delaware: International Reading Association, 120 pages, 1971.

Fourteen papers in this volume address the issue of literacy of culturally diverse learners. The book also includes bibliographies for each section that are available for further examination. The book is broken into sections that address the following issues:

- dialect;
- reading materials for black students;
- bilingualism of Chicano pupils;
- research on intelligence and sex factors as they relate to reading achievement;
- a review of programs for preventing reading difficulties;
- a review of programs for remediating reading difficulties;
- research on different types of adult learners.

Massachusetts Advocacy Center. Double Jeopardy: The Plight of Minority Students in Special Education. Boston: Status Report, Number 3, 17 pages, 1980.

This report details the status of Massachusetts' state-side efforts in serving minority handicapped students in special education programs. The ways cultural biases affect referral, assessment, and placement are reviewed. Recommendations are made on how to minimize the problem. Other areas covered include:

- procedures for monitoring district compliances;
- a critique of remedial plans developed by nine school districts.

McDonnel, J.R. A Systems Approach for Ameliorating Possible Prima Facie Denial of Hispanic/Black Students' Rights Through Disproportionate Enrollment in Special Education. Paper presented at the Council for Exceptional Children Conference on The Exceptional Bilingual Child. New Orleans: 16 pages, February 1981.

This report reviews a plan developed by the school system in Holyoke, Massachusetts, to address the problem of disproportionate placement of blacks and Hispanics in special education programs. The plan outlines eight major goals and objectives. Among these were the appropriate identification and referral of minority students to special education programs and the identification of the primary language of all culturally different students. The report also examines the "systems approach" undertaken by the district including principles of systems analysis, the implementation of the approach, and the evaluation aspects of the systems approach.

McGrath, G.D., et al. Investigation of Mental Retardation in Relation to Bilingual and Subcultural Factors. Washington, D.C.: Office of Education, DHEW, 373 pages, 1960.

This manuscript discusses the results of a three-year study to investigate the difference between true mental deficiency and pseudo-mental deficiency due to language, cultural and socioeconomic limitations. The subjects of the study were 188 recent immigrant Mexican and Indian children. Mental achievement, language tests, and a sociological study of the children's environment were used as criteria. The study showed that some bilingual children suffer from pseudo-mental retardation because of family background and socioeconomic status and attitudes.

Ramirez, B.A. Special Education Policy and Indian Handicapped Children. Indian Education: v. 7, n. 4, pp 4-8, October 1977.

This article reviews the status of special education services to American Indians by discussing studies which point out the lack of appropriate data on handicapping conditions among Indian students. Also examined are investigations that show low priority for special education within the Bureau of Indian Affairs and the inappropriate placement of Indian children in special classes. The author makes several recommendations for more appropriate services for handicapped Indian children.

Ramirez, B., et al. Special Education Programs for American Indian Exceptional Children and Youth: A Policy Analysis Guide. Washington, D.C.: Bureau of Education for the Handicapped, 5 pages, 1979.

This guide is designed to assist program administrators serving handicapped Indian students to analyze their administrative policy. The guide looks at policies in four areas:

- procedural safeguards - legal and administrative definitions of guarantees to handicapped children and families;
- service delivery - policy relating to identifying, evaluating, and placing handicapped children;
- administration - policies concerning program management, personnel, facilities, transportation;
- profile of educational unit policy priorities - the guides, relevant terms, and form for determining a profile.

Richardson, J.G. The Case of Special Education and Minority Misclassification in California. Education Research Quarterly, v. 4, n. 1, pp 25-40, 1979.

This article presents an historical and sociological explanation for over-representation of minority students in special education classes in California. The repeal of the separation of races clause in 1947 and the California Education Code and compulsory school legislation are reviewed as possible factors.

Western States Technical Assistance Resource (WESTAR) and Technical Assistance Development System (TADS). Issues of Common Concern. Seattle: WESTAR, 50 pages, 1979.

This proceedings document from a 1979 U.S. Office of Special Education/TADS/WESTAR workshop examines issues concerning the minority leadership of the Handicapped Children's Early Education Proram. The document includes:

- "Insights into the Leadership Role"
- "Managing the Development of an Educational Model"
- "Personnel Management/Communication and Problem Solving Skills"
- "Program Planning and Review Procedures/Record Keeping"
- "Fiscal Management"
- "Personnel Management/Communication and Problem Solving Skills"
- "Liaison with Other Agencies"
- "BEH and Early Childhood Education"
- "Early Education of the Handicapped: The Ecology of the Professional Field"

° "Federal Legislation and Funding Sources"

° "Synthesis of Issues"

A list of recommendations generated at the workshop is included.

Wright, K.H. The Improvement of Special Education. Paper presented at the World Congress on Future Special Education. First, Stirling, Scotland: 10 pages, June 25-30, 1978.

In her presentation at the World Congress on Special Education, the author outlines strategies and models for improving services to black and poor handicapped children.

Ysseldyke, J.E., and Regan, R.R. Nondiscriminating Assessment and Decision Making: Embedding Assessment in the Intervention Process. Washington, D.C.: Bureau of Education for the Handicapped, DHEW/DE, 31 pages, 1979.

This monograph suggests a model for obtaining more accurate assessment information on specific minority handicapped students by using intervention effectiveness data. Assessment is defined by the authors as a process for collecting data to make decisions about pupils. Therefore, an historical look at which intervention strategies work with who is proposed as the framework for making instructional decisions.

SECTION II

Preschool Education

and

Cultural Diversity

Askins, B.E., et al. Responsive Environment Early Education Program (REEEP): Third Year Evaluation Study, 1977-1978. Washington, D.C.: Office of Education, DHEW, 33 pages, 1978.

This third-year evaluation study highlights the efforts of a federally funded demonstration project serving three- to five-year-old bilingual (Spanish/English) handicapped children at Clovis, New Mexico. The goals of the project were:

- to prevent school failure with early identification and intervention;
- to integrate handicapped children into regular education environments whenever possible;
- to provide inservice training to the teacher and aide in the program;
- to disseminate information concerning the program.

Results indicated that students made major gains in school readiness skills, Spanish and English language development, self-concept, and emotional development. In addition, the inservice training was found to be effective.

Information was disseminated through the outreach component of the project (REPSAC). By 1978 the program had been replicated in seven school districts and three head-start programs.

Bean, X., Herndon, I., et al. Papers from the Experiences of the Infant. Parent Project -- An Ecological Model of Services to Inner City Minority Handicapped Infants. Los Angeles: Charles R. Drew Postgraduate Medical School, Pediatrics Department, 79 pages, 1981.

This is a collection of papers from the Infant Parent Project at the Charles R. Drew Postgraduate Medical School at Los Angeles, California. Among the issues addressed by the papers are: "Cultural Pluralism in the Delivery of Services to High-Risk Minority Children" and "An Ecological Model for

Intervention with Inner-City Poor and/or Minority Handicapped Infants and Their Families: The Community." The papers offer strategies this program has found useful in working with at-risk minority infants. Contributors include: Xylina Bean, M.D.; Irene Herndon, Ph.D. candidate; J. Michael; Carol Phillips, Ph.D.; Barbara Richardson, M.S.W, Ph.D.; Robert J. Schegel, M.D.; and Vivian Weinstein, M.A.

Goldberg, P., and Wolf, J. Who Serves the Handicapped Preschool Child? A Report of the Minnesota State Council for the Handicapped's Task Force on Early Intervention. St. Paul: Minnesota State Council for the Handicapped, 80 pages, 1976.

This is a report on the Task Force on Early Intervention in Minnesota. The committee's three main objectives were:

- to discover basic information about the preschool handicapped population in Minnesota;
- to discover whether poor and minority children had equal access to preschool programs for the handicapped;
- to look at regulations and guidelines related to preschool handicapped programs.

The findings indicate that poor and minority children have reasonable access to programs, that comprehensive regulations for handicapped programs do not exist at the state level, and that children throughout the state are being served in a number of different programs.

This document is significant because it shows how a discrepancy-analysis model can be used for state planning activities.

Greenword, C., et al. Cross-Cultural and Minority Issues in the Education of Handicapped Children: A Principal Mediated Inservice Program for Teachers -- A Symposium. Papers presented at the Council for Exceptional Children Conference on the Exceptional Black Child. New Orleans: 41 pages, February 15-17, 1981.

Five papers were presented at this symposium that addressed issues raised by an inservice training program for teachers working with minority handicapped children. Greenwood's paper reviews the three-year development of the inservice model. Other authors and topics:

- D. Preston -- "Characteristics and Learning Styles of Minority Group Children";
- V. Hughes -- "Educational Objectives and Curriculum for Minority Handicapped Children";
- P. Yuen -- "Educational Barriers of Minority Handicapped Children";
- W. Critchlow -- "Community Awareness and Resources."

As indicated from the titles, the authors address everything from the effect of cultural factors on the educational process to speculation on the reasons minorties do not use community resources.

Harvey, J. "Special Program Needs of the Culturally Diverse Child." In J. Jordan, et al. (Eds.), Early Childhood Education for Exceptional Children: A Handbook of Ideas and Exemplary Practices. Reston, Virginia: Council for Exceptional Children, 310 pages, 1977.

In this chapter Harvey cites ten special needs in a program serving culturally diverse children. Included are:

- the need to expand program content to reflect the cultural variety of the population;
- the need for ongoing assessment;

- the need to allow and sometimes help the minority child find himself or herself;
- the need to better understand the impact of the public on personal attitudes.

Harvey also advises educators to build programs for handicapped children to reflect their individual cultures, values, and expectations.

Heber, R. et al. Rehabilitation of Families At Risk for Mental Retardation. Washington, D.C.: Social and Rehabilitation Services, DHEW, 255 pages, 1972.

This 1972 progress report summarizes a longitudinal study of 20 experimental and 20 control group subjects identified at birth as high risk for cultural-familial mental retardation. The parents of the subjects were low-income blacks from Milwaukee, Wisconsin, with IQs under 75. Data was collected on a two-component program. Mothers of the experimental group were provided with an adult basic education program followed by vocational training. The infants in the experimental group entered a five-day-per-week, year-round program at three months of age and continued in the program until they were school age. Preliminary findings indicated a 15 point IQ difference between experimental and control groups (127 experimental, 97 control), better language abilities by the experimental group, and improved attitudes of experimental mothers.

Though somewhat dated, this study provides an interesting experimental design that can be easily replicated.

Jackson, E. (Ed.). The Young Black Exceptional Child. Providing Programs and Services. Chapel Hill, North Carolina: Technical Assistance Development System (TADS), 176 pages, 1980.

Based on the experiences of the writers (black professionals), this book presents alternatives for intervening with black children and their families. The book reviews strategies useful to black professionals who plan and administer early childhood programs for exceptional children. Jackson also presents a synthesis of the information currently used to address issues related to the black exceptional child and his or her family.

Johnson, R.E., and Griffiths, V.A. Early Intervention with Handicapped Black Infants from Low Socio-Economic Families: Issues and Concerns. Paper presented at the Council for Exceptional Children Conference on the Exceptional Black Child. New Orleans: 13 pages, February 1981.

This paper identified three issues pertinent to developing or providing early intervention to black infants from low socio-economic families.

- Free programs for infants birth to age 3 are limited.
- Black parents have a poor education about and a limited understanding of the importance of early intervention.
- Identification of environmental risk factors that affect black infants and diagnosis of potential handicaps are often overlooked.

Johnson, M., Ramirez, B., Trohanis, P., Walker, J. (Eds.). Planning Services for Young Handicapped American Indian and Alaska Native Children. Chapel Hill, North Carolina: Technical Assistance Development System (TADS), 211 pages, 1980.

This book addresses issues that concern services to young handicapped American Indian and Alaska Native children: parent involvement, advantages

and disadvantages of various service delivery models, planning for individual child services, and managing the planning and implementation of preschool programs. A selection of program descriptions is provided with sample individualized education plans (IEPs), forms, and a sample interagency agreement.

Murphy, E.A. The Classroom: Meeting the Needs of the Culturally Different Child -- The Navajo Nation. Exceptional Children, v. 40, n. 8, p 601-8, May 1974.

This article summarizes the efforts of three programs designed to meet the special education needs of handicapped Navajo Indian Children. The programs are St. Michael's Association for Special Education; the Navajo Children's Rehabilitation Center, Inc.; and the Chinle Valley School for Exceptional Children. The article also discusses future plans to obtain new special education programs and train more Navajo special education teachers.

Mu'ller, J. Meeting the Needs of Exceptional Children on the Rosebud Reservation. Education and Training of the Mentally Retarded, v. 12, n. 3, p. 246-248, October 1977.

This article describes the Community Action Program. The program finds and provides services for Indian children who do not attend school because of learning handicaps. Highlighted in the article are the project's curriculum and ongoing concerns of the project.

22

Rashed, A.N. The Role of the Muslim School as an Alternative to Special Education for Bilalian Black Children Labeled as Deviant. Ann Arbor, Michigan: University Microfilms, International, 150 pages, 1977.

This paper discusses the role of the Muslim school as a special education placement alternative for black children. The educational philosophy of the religion is reviewed along with instructional strategies and curriculum approaches.

Rosendorf, S. Pa-La-Tee-Sha (They are Blooming). Children Today, v. 3, n. 2, P. 12-17, March-April, 1974.

This article describes a head-start program serving 95 handicapped Yakima Indian children between birth and age seven years with problems in hearing, speech, ambulation, and social skills. The project included a day school specializing in individual instruction and home-based teaching aides for families with less severe problems. A Resource Center for parents and teachers provided information on early childhood, instruction for making toys, and, on a temporary basis, materials and equipment.

Smith, O.S., et al. Working With Parents of Hispanic Severely Handicapped Preschool Children. Paper presented at the Council for Exceptional Children Conference on The Exceptional Bilingual Child. New Orleans: 12 pages, February, 1981.

This paper outlines the strategies used to serve Hispanic parents of severely handicapped children by an HCEEP project in Camden, New Jersey.

Cited among some of the successful practices are:

- hiring several bilingual staff members to interact with Hispanic parents;
- conducting cultural awareness activities;
- hiring a bilingual parent;
- constant consideration of specific values of the Hispanic culture.

The Council for Exceptional Children. Early Childhood Intervention -- Culturally Different: A Selective Bibliography. Washington, D.C.: National Institute of Education, DHEW, 12 pages, 1975.

This annotated bibliography on exceptional children and cultural diversity contains about 60 abstracts of activities, books, and other documents published between 1966 and 1974. A list of journals from which the articles were abstracted is also provided.

Trohanis, P.L. (Ed.). Early Education In Spanish Speaking Communities. New York: Walker, 150 pages, 1978.

This book presents a broad range of strategies used to serve handicapped children and their families in Spanish speaking communities. Parent involvement and the use of other resources are emphasized. Among the issues addressed by the authors:

- "Building Community Awareness"
- "Television Practices for Spanish Speaking Handicapped Children"
- "Working with Families of the Preschool Handicapped Child in Spanish Speaking Communities"
- "Sociocultural Imperatives in the Education of Young Handicapped Children of Spanish Speaking Background."

The book's appendix contains selected annotations of resource materials, the Del Rio Language Screening Test, and a summary of Project Laton-Assessment Practices (A Special Adaptation of Assessment Practices).

SECTION III

National and Regional Organizations

Association for Cross Cultural Education and Social Studies, Inc. (ACCESS)
4340 East West Highway, Suite 906
Bethesda, Maryland 20014

Bilingual Multicultural Special Education Project
31 St. James Avenue, Sixth Floor
Boston, Massachusetts 02116

Commission on Multicultural Education
American Association of Colleges for Teacher Education (AACTE)
1 Dupont Circle, Suite 610
Washington, D.C. 20036

Intercultural Development Research Association
5835 Callahan Road
San Antonio, Texas 78228

Learn Me Bookstore (Specializes in multicultural materials)
642 Grand Avenue
St. Paul, Minnesota

Multicultural Resource Center
Post Office Box 2945
Stanford, California 94305

National Association for Bilingual Education (NABE)
School of Education
University of Wisconsin at Milwaukee
Post Office Box 413
Enders Hall 838
Milwaukee, Wisconsin 53201

National Association for the Education of Young Children
1834 Connecticut Avenue
Washington, D.C. 20009

National Black Child Development Institute (NBCDI)
1436 Rhode Island Avenue, N.W.
Washington, D.C. 20005

National Clearinghouse for Bilingual Education
1500 Wilson Boulevard
Suite 802
Rosslyn, Virginia 22209

Our Child--The Culturally Diverse Consortium of the Handicapped Children's Early Education Program (formerly the HCEEP Minority Leadership Consortium)
Beverly Johnson, Chairperson
Detroit City School District
Room 1010, 5057 Woodward Avenue
Detroit, Michigan 48202

Stanford Institute for Intercultural Communication
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Stanford, California 94305

The Council for Exceptional Children (Minority Caucus Groups)
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